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ABSTRACT

This report describes a seminar on improving foreign student and private sector interaction which brought together those responsible for the education of foreign students in the United States and those who administer sponsored programs for students from developing countries with members of the private sector. The report describes the seminar's aim to exploit the mutual interest of these two groups, to explore ways of expanding current activities and to seek new methods of involving the business and professional community in the education and training of students from developing countries. Following an introduction, participant training and practical training with professional integration are described. Next, the private sector resources for the education and training of students from developing countries are considered. A fifth section presents seven model programs: (1) International Cooperative Education-Home Country Placement Programs; (2) Community Practical Training Experience for Foreign Students in the Black Hills; (3) INDEX (Indiana International Student Exchange) Program; (4) Professional Development Program for Women from the Third World; (5) International Cultural Service Program-The IDEA Project; (6) Rotary Foundation Educational awards for International Understanding; and (7) Foreign Student Contact Program. The following section outlines key elements and guidelines for program development. Appendixes contain a checklist for program development, the seminar agenda, and a list of participants. (JB)

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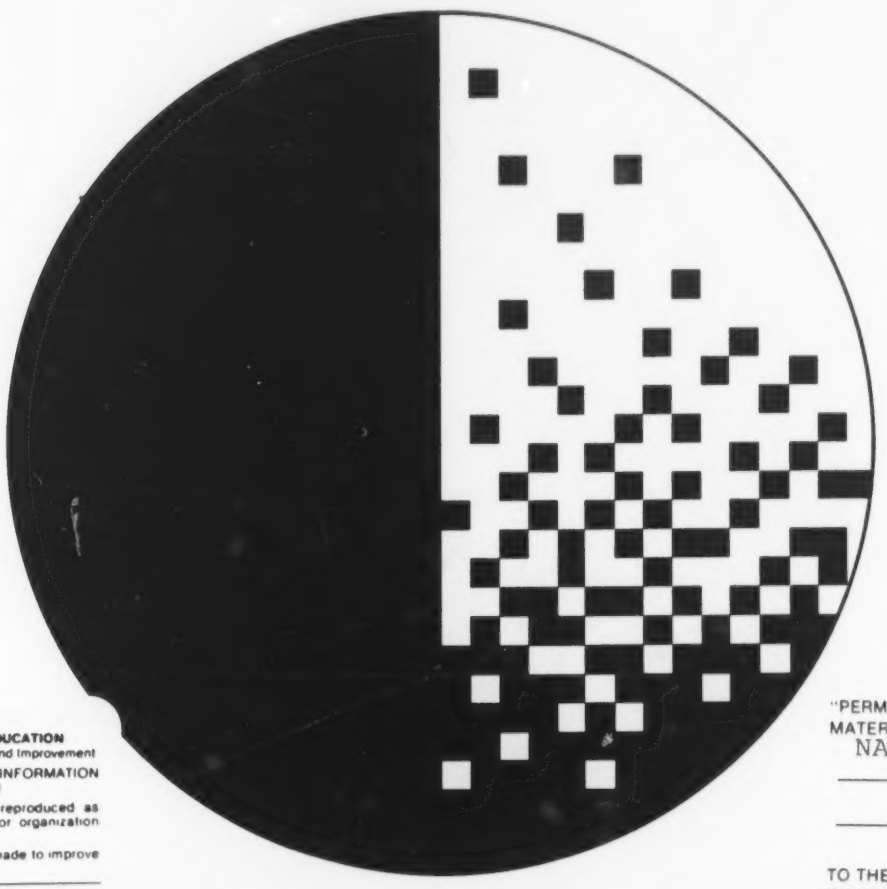
National Association for Foreign Student Affairs

EDUCATION FOR INTERNATIONAL DEVELOPMENT

Strategies for Professional Integration: Strengthening Foreign Student/Private Sector Interaction



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The National Association for Foreign Student Affairs (NAFSA) was founded in 1948 to develop the knowledge and competence of persons concerned with international education. Its goal is the most effective operation of international educational interchange in an effort to assure maximum benefits for individuals, institutions, and society. The association serves as a source of professional training, as a guide to standards of performance, and as a voice for international educational exchange programs in governmental and educational circles.

NAFSA membership has expanded in recent years to over 5200 professionals and volunteers at over 1400 institutions which enroll 90% of the foreign students in the United States. As the NAFSA network has grown, its members have become more influential in communicating the important emphases and objectives related to the U.S. education of foreign students. The transfer of skills and knowledge, the implications of economic interdependence, and the long-term political and economic ties with developing countries are increasingly critical to NAFSAns and others in the field of international education. Where NAFSA believes it has been especially successful in its 37 years is in keeping these ideas in the forefront of its programming at the regional and national levels and in involving a diverse constituency of individuals involved in educational interchange. One of the many ways that NAFSA has achieved this goal has been through developing effective communication among governmental agencies, educational institutions, and public and private organizations. This seminar is one such forum for communication.

The Education for International Development (EID) Seminars are made possible through a cooperative agreement between the Office of International Training of the U.S. Agency for International Development (AID). AID's continuing support of the EID Program is gratefully acknowledged.

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STRATEGIES FOR PROFESSIONAL INTEGRATION: STRENGTHENING FOREIGN STUDENT/PRIVATE SECTOR INTERACTION

A Report of a Seminar

by

Hugh M. Jenkins

August 1985

NOTE

The contents of this report are derived from the contributions made in the seminar by those who appear on the program (see Appendix B) and all those who participated in the general and group discussions (see list of participants-Appendix C). In order to present a narrative report the information provided by speakers and discussants has been re-arranged under chapter headings. Although only two individual contributions are made, the rapporteur wishes to acknowledge with gratitude the assistance given by those who provided notes of their presentations and of the group discussions. Any errors in the rearrangement of the information must be attributed to the rapporteur.

Hugh M. Jenkins

August 1985

EXECUTIVE SUMMARY

The seminar on "Strategies for Professional Integration: Strengthening Foreign Student/Private Sector Interaction", held on April 10/11, 1985, was one in a series of seminars sponsored by the National Association for Foreign Student Affairs in cooperation with the U.S. Agency for International Development. This meeting was especially significant in that it brought together those responsible for the education of foreign students in the United States and for the administration of sponsored programs for students from developing countries with members of the private sector of the U.S. economy.

The purpose of the seminar was to exploit the mutual interest of these two groups to explore ways of expanding current activities and seeking new methods of involving the U.S. business and professional community in the education and training of students from developing countries.

The seminar was particularly timely in that it reflected the increased interest on the part of the U.S. government and the Agency for International Development in finding ways to encourage and foster the development of the private sector in the economy of Third World nations.

The group reviewed a number of existing programs which demonstrated the wide variety of ways in which the professional integration of foreign students into their careers in the home country and their interaction with the private sector may be achieved. This review also identified the different groups, both in the United States and in foreign countries, that might be recruited to participate in this activity.

Despite the diversity of the programs presented, it was noted that there were a number of common factors among the activities. Different discussion groups examined five of the current approaches to the process of foreign student interaction with the private sector: practical training, internships, scholarships, cultural information-sharing, and cooperative education. From these discussions certain key elements were identified which must be taken into account for the successful development of activities in the field. Although no final recommendations were adopted by the seminar participants, the reports of the discussion groups do provide generally accepted guidelines for future activity.

It was noted that the activities sponsored jointly by AID and NAFSA have made some significant contributions by supporting pilot projects in the provision of practical training and professional integration opportunities for foreign students enrolled in U.S. colleges and universities.

Groups working in this field were encouraged to inform themselves of the extent of the direct or indirect support that is available from these sources.

Hugh M. Jenkins
August 1985

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I. INTRODUCTION

The seminar on "Strategies for Professional Integration: Strengthening Foreign Student/Private Sector Interaction," held on April 10/11, 1985, is the latest in the series organized by the National Association for Foreign Student Affairs (NAFSA) in cooperation with the U.S. Agency for International Development (AID). The seminars are designed to examine different aspects of the process of training for development, which is a special concern of the Agency for International Development, and of learning in a foreign culture, which is a key question not only for the participants in the AID programs but for all of the 340,000 foreign students currently enrolled in U.S. colleges and universities. It is, therefore, of prime importance to NAFSA and the members of the educational community concerned with international educational interchange.

Some of the seminars have addressed problems which have long been recognized as matters of special concern, as, for example, English language proficiency. Others, such as the one which is the subject of this report, focus on new and emerging aspects of the process of training persons from developing countries. This seminar brought together two different groups of participants. The first consisted of those involved with the education and training of foreign students, including persons from U.S. government agencies and foreign embassies, members of university faculty and administration, sponsors and administrators of foreign student education and training programs, and representatives of various educational associations. The second group consisted of representatives of a number of corporations and business enterprises from the private sector of the U.S. economy. The purpose of the seminar was to examine the wide variety of strategies that are available to give foreign students the opportunity to observe and understand the role of the private sector in the U.S. economy.

II. PARTICIPANT TRAINING - 1985

Participant training, initiated by AID in 1944, is now a vital element of its foreign assistance activities. It is based on the concept that national self-reliance derives from the development of natural resources through the increased training and educational development of the nation's human resources.

The strategy and methods of providing training are under constant scrutiny by AID's Office of International Training. The current dimensions of the training activity -- approximately 12,500 participants in 1985, involving an investment of $150 million in 1983 -- require that the programs provided are at the forefront of development training technology and reflect precisely the interests and concerns of both the U.S. government and that of the participants' home countries. It is in this context that the new emphases of the training program, as defined by the AID administrator in 1982, included "stimulating private sector activities."

Recent programs supported by AID's Bureau for Private Enterprise (PRE) have been designed to further extend the opportunities for participants to share in U.S. business experience and expertise. The Training Action Brief of the President's Task Force on International Private Enterprise (Dec. 1984) calls for a major expansion of AID's U.S.-based training program -- to 18,000 participants per year -- in order to increase the training related to the encouragement of private enterprise in the developing countries.

All together these initiatives constitute a significant change in the Participant Training Program, which has previously focused on the development of the public sector, with trainees coming from, and going back to, government agency or government-related activities. The emphasis on the private sector will present new problems (e.g. that of re-integrating the returned trainees into the private sector of their country) and call for new ways of combining academic programs with practical and technical training experiences. This will demand a greater outreach into the U.S. business and professional community.

III. PRACTICAL TRAINING/PROFESSIONAL INTEGRATION

Practical training is an essential element in the transfer and application of skills and technology. The AID Participant Training Program has recognized the value of practical experience and for many years encouraged the inclusion of learning opportunities outside the classroom in the training programs offered to its participants. Despite this emphasis, the comprehensive study of the needs of foreign students from developing countries enrolled in U.S. colleges and universities made in 1980 revealed that the need least satisfied by the educational programs they received was for practical training. (Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities by Motoko Y. Lee and others. National Association for Foreign Student Affairs, Washington, D.C., 1981). It is clear, therefore, that to meet this need there must be some innovation and expansion in the ways in which academic training and practical experience are combined. As the above cited study indicates, the problem is not one of lack of interest on the part of the foreign students but lack of adequate arrangements to provide suitable opportunities. To this end the liaison between educational institutions, the academic community, and the private sector must be further developed to allow foreign students on campus to interact with the business and professional community in the United States. In this way professional integration, the process of reentry into the home culture, with particular focus on the professional adjustments faced by an individual who has been trained in the United States, can be achieved. One of the few publications that deals with this topic directly is Professional Integration: A Guide for Students from the Developing World, Kevin J. Schieffer & Mary Ann Hood, eds. (National Association for Foreign Student Affairs, Washington D.C., 1984).

Within the educational community there must be an increased awareness of the fact that "practical training is a valuable and integral part of the total educational experience of students from developing countries" (Principles for Practical Training Experiences for Foreign Students, National Association for Foreign Student Affairs, Washington, D.C., 1982). In this context education is not a choice between the academic and practical, but rather a blending of these two elements. The U.S. business and industrial community must also be made aware of the advantages to be derived from the training and education of foreign students. In addition to any practical gains, the exposure to students from other countries can contribute significantly to the process of developing and maintaining U.S. commercial interests in foreign markets. Sponsors must also recognize that the goals of their programs will be reached more effectively if the participants return home having become familiar with, and established some important links with, their counterparts in the U.S. business and professional community through the practical training they received in this country.

IV. THE PRIVATE SECTOR

Resources within the private sector of the U.S. economy for the education and training of students from developing countries have been obscured by the obvious differences between the magnitude and sophistication of U.S. corporate operations and the existing economic conditions in the students' homelands. Thus the programs offered to these students have been influenced by a proper concern for the relevance of the education and training offered in the United States and for the problems that the student will face upon return to the home country. From the point of view of the foreign student and the developing country this apparent irrelevance is further emphasized by the present position of the United States as a focal point for international attention. Unfortunately, it is a spotlight which confuses rather than clarifies, that reveals so much that fact and fiction are difficult to differentiate and the true picture of the United States is blurred by a number of superficial and often false impressions.

Recent reappraisals, such as that provided by the book In Search of Excellence, Lessons from America's Best-run Companies by Thomas J. Peters and Robert N. Waterman, Jr., (Warner Books, New York, 1983), note that despite the size of many U.S. corporations, the initiative of small units within the corporation and individual enterprise are still key elements in the successful development of the private sector of the economy. Mr. Robbins W. Fischer, president of SoyPro International and member of the President's Task Force on International Private Enterprise, noted in his address to the seminar participants that the diversity and dynamism of the United States are perhaps its best kept secrets. He identified four characteristics which are of major importance in the American system: individual freedom, the opportunity for self-improvement, respect for persons, and the confidence in oneself and the future which generates the willingness to take risks. He pointed out that these essential values are universally applicable and underlined the need to get foreign students out into the U.S. community so that they might meet with and learn from those who are engaged in U.S. business, industry, and agriculture. (N.B. A copy of the full text of Mr. Fischer's speech "Sharing the Secrets of America" may be obtained from the National Association for Foreign Student Affairs.)

The keynote speaker at the seminar, Mr. Jonathan Green, chairman of Green International, Inc., provided an excellent case history of the role that the U.S. private sector can play in the education and training of representatives of business and industry in developing countries. He reported on the activities of the Young Presidents Organization (YPO) which is composed of young chief executives — under 40 years of age — of companies that employ at least 50 persons and have an operating budget of at least $4 million. The interest of this group in the problems of the Third World is demonstrated in the recent YPO mission to Indonesia which proved that the group could make an important contribution to the development of private enterprise in that country and that the process of working with the Indonesians was also a significant educational experience for the Americans.

Mr. Green also emphasized the need to increase the opportunities for practical training for foreign students in the United States and re-affirmed that this would require some change in the attitude of the academic community. In this respect he noted that, in fact, the preparation of native U.S. students for entry into a

career includes a large measure of practical training. Experience shows that above the high school level such preparation covers, on the average, a span of eight years in which the four years or more spent in college or university are matched by an equal period of practical experience before the individual may be considered properly trained.

Mr. Green stated that it was also necessary to arouse the interest of the private sector by demonstrating that involvement with foreign students is a practical way of promoting the international outreach of U.S. business. Because of the "human dimension" of the businesses represented in the organization and because of the decentralized administration of its activities through local chapters, the YPO is in a very good position to engender practical training opportunities for foreign students. At the same time, the YPO is an influential group of top executives which is becoming involved in international activities in a number of areas where the interests of the private sector and the academic community coincide. Thus members of the YPO might serve as guest lecturers or members of campus committees, facilitating a relationship which is mutually beneficial, and, through the participation of foreign students on campus, members of the YPO might have access to background information on countries in which they have some economic interest. (N.B. Although the membership list of the YPO is confidential, further information about the organization and some contact point may be obtained through the National Association for Foreign Student Affairs.)

Reviewing the present and potential role of the private sector in the education and training of foreign students from developing countries, and taking into account the new emphasis of AID on this phase of participant training, the seminar provided an important forum for the examination of existing programs and the exploration of ways in which practical training and professional integration, the adjustment from the role of foreign student in the United States to that of professional in the home country, can be intensified and encouraged.

V. MODEL PROGRAMS

Seven model programs were presented to the seminar participants as successful projects which might be adapted or replicated, and their most significant feature was their diversity. Opportunities for interaction with the private sector range from the more formal and intensive practical training experience offered in a cooperative educational program to one-day visits of small groups of foreign students to local industrial plants or business enterprises. Provided there is the necessary initiative and interest both on campus and in the business community, a wide range of resources may be mobilized. The most important factor common to all the programs discussed was the need for well qualified staff leadership, which may be provided by both paid and (in some cases) voluntary personnel.

The following list provides a brief description of each project or program; further information can be obtained from the agency or institution which is responsible for the program or from the National Association for Foreign Student Affairs. With two exceptions (notably the Rotary program founded in 1905) all the activities described were established in the last two or three years; this fact offers ample evidence of the impact of the new emphasis on the interaction of foreign students with the private sector.

International Cooperative Education-Home Country Placement Program

This multi-national version of the domestic cooperative education program is operated by Northeastern University, an institution with a noteworthy international dimension and a long history of providing practical training for U.S. students through its work-study program. Initiated in 1982, the program is still in the process of development; to date, six multi-national corporations have agreed to employ foreign students, while a network of cooperating educational institutions contribute to the pool of qualified international candidates available to the employers. Selected participants are eligible for six-month periods of home country employment after completing their second year of study. Employers are responsible for compensation at the prevailing in-country levels for local employees with comparable education and experience and are expected to provide at least half of the round-trip fare to the country where employment is located. The participation of employers in the program stems from their need for qualified native talent and thus their vested interest in training nationals in their homeland. Institutional support involves one half-time director, assisted by a half-time project coordinator and half-time staff counselor, plus supportive services and international travel. The most common fields of study are engineering, business administration, and computer science.

Community Practical Training Experience for Foreign Students in the Black Hills

Sponsored by the Rural Ethnic Institute and assisted by local colleges and the Phelps-Stokes Fund, this program, initiated in 1983, has a direct contact with private enterprise in African countries and seeks to provide opportunities for African students to interact with American Indian groups. Students are selected mainly from the Phelps-Stokes Fund (U.S. AID) sponsored student pool; employers from government agencies, educational institutions, and the private sector are recruited on an individual basis so that each student is matched with an appropriate employer. From 20-40 students participate in the program, and active involvement varies from one week to six months in activities ranging from limited observation to responsibilities for planning and designing various projects (architectural design, road building, geological mapping, etc.). Institutional support requires an annual budget of $30-40,000 for a full-time director and a part-time assistant, plus supportive services and travel. Most common fields of study are civil engineering, range management, geology, architecture, and mechanical engineering.

INDEX (Indiana International Student Exchange) Program

Sponsored by the Indiana Consortium for International Programs (ICIP), this program, which was established in 1984, brings foreign students together with members of business and public service establishments throughout the state of Indiana. A special characteristic of the program is that it provides a wide variety of opportunities for some 200 foreign students to make individual personal contact with different elements of the private sector of the U.S. economy. Student involvement ranges from one day, or less, to several days or weeks, in which the students may be engaged in document translation, simultaneous interpretation, data collection, research, etc. Students are recruited from the member institutions of the Indiana Consortium (there are 7000 foreign students from 120 countries in Indiana) and participating businesses

7000 foreign students from 120 countries in Indiana) and participating businesses include manufacturers, financial institutions, and consultant/research firms, ranging from companies with thousands of employees to firms employing fewer than 20 persons. Most of the businesses served by the program are already involved in export activity. The goals of the program include, for foreign students, the possibility of obtaining home country employment and adding a U.S. business experience to their curriculum vitae; for the participating companies, increasing business contacts in foreign countries. Institutional support involves a half-time coordinator, plus supportive services and travel. The most common fields of study are business, computer science, economics, education, and engineering.

Professional Development Program for Women from the Third World

Sponsored by the Center for the Continuing Education of Women at the University of Michigan, this program, initiated in 1984, is designed to further the professional growth of women from developing countries. It provides internships for an average period of three months (15-20 hours per week) in which a participant may be engaged in some substantive task related to her field of study or act as an observer of the administration and operation of a project or program. Some 20 internships are provided and the program is designed to accommodate some 30 participants. Selection criteria include: nationality -- female students or the wives of students from developing countries; education -- a college or university degree; good English language skills; and some professional experience in the home country. Participants are recruited from the student community of the University of Michigan. The program is highly individualized. Internships designed to meet the particular needs of each participant are provided within the university, in the public sector or in small businesses or firms where one of the professsional members has taken a special interest in the program. Internships are complemented by bi-weekly workshops for the interns and individual counseling. The most common fields of study are health care, computer science, education, and business administration. Institutional support involves a half-time program director, with secretarial assistance and supportive services being provided by the Center for Continuing Education for Women.

International Cultural Service Program - The IDEA Project

The International Service Program consists of a network of activities sponsored by the Oregon State System of Higher Education. It offers a means to provide partial financial assistance to foreign students while using them as cultural resources to provide information about their home countries to Oregon community, business, and school groups. Initiated in 1983, the program focuses mainly on those countries which are designated as part of the Pacific Rim; students are recruited from Oregon State institutions of higher education and required to provide 80 hours of service per year. Approximately 75 foreign students were involved in the 1984-85 school year. A review of past activity, which included 2500 presentations by foreign students in Oregon schools, showed a 93% positive evaluation by classroom teachers. The program is now being expanded to the private sector to include international businesses, large and small, which are involved primarily in Asian imports and exports. In this area of activity students provide background information on a particular culture as it

relates to a trade mission, marketing campaign, etc. Students from all fields of study are selected on the basis of financial need, ability to provide a relevant educational service, language ability, and geographical diversity. Institutional support involves the provision of the highly qualified staff needed for the extensive preparation, orientation, and evaluation that the program requires.

Rotary Foundation Educational Awards for International Understanding

The national Rotary Foundation Educational Awards Program, founded in 1905, is sponsored by Rotary Clubs throughout the United States and involves a number of different scholarships and fellowships (open to students in any fields of study) and awards (directed to specific areas -- e.g. teaching the handicapped, journalism, and technical training). Students are recruited by Rotary Clubs in any country where such clubs exist. Scholarships are for one year duration and recipients are welcomed and oriented to the local community by the Rotary Club in the area of the student's institution. The provision of these opportunities to study in a foreign country is based on the concept that education is the best hope for world peace. The international program of the Rotary Clubs in Southern California is an example of how foreign students who have received scholarships have opportunities to meet with members of the U.S. business and professional sector. There is a mutual interest embracing the international orientation of the local Rotary Club members and the desire of the foreign award recipients to provide information about their home countries. The national foundation provides basic funding for the program. The local organization supplements the foreign student's academic study with interaction with the private sector as represented by the membership of the Rotary Clubs.

Foreign Student Contact Program

Jointly sponsored by the Office of International Educational Services (OIES) and the Center for Industrial Research and Services (CIRAS) of Iowa State University, the Iowa Development Commission, and the U.S. Department of Commerce District Office, this program, initiated in 1975, organizes a series of one-day visits for groups of two to five foreign students from universities and colleges in Iowa to manufacturing plants in the state. Interested manufacturers may request visits from students from any region of the world; students are recruited on campus, at the orientation programs for new students, by announcements in the OIES Newsletter, and by word of mouth. The program provides a careful match between the visiting students and the hosting manufacturer, and, prior to the visit, on-campus seminars help to familiarize the students with the manufacturer's operations and product line. Students provide information on their countries' government, economy, and private sector and discuss implications of marketing in those nations. From the visit the students gain an insight into the operation and management of a relatively small manufacturing plant. Some 30 students participate in the program each year, and the most common fields of study are engineering, agriculture, business, and veterinary medicine. Institutional support is minimal: four to six hours of staff time per week plus approximately $500 for travel, postage and telephone; the program is essentially dependent on voluntary efforts, with much of the support coming from business professionals interested in developing their international outreach capabilities.

presented in the seminar, information was available about other extra-curricular activities designed to provide opportunities for foreign students to become acquainted with the relationship between the government and the private sector in the United States. These included the Washington Center (offering internships and short-term seminars) and the Washington Campus (offering summer courses and six-day seminars). Details of these and other programs designed to support the professional development of foreign students may be obtained from the sponsoring organizations or the National Association for Foreign Student Affairs.

VI. KEY ELEMENTS/GUIDELINES FOR PROGRAM DEVELOPMENT

In order to discover ways in which the model programs could be more widely implemented and to determine what resources could be mobilized in support of these activities, seminar participants reviewed programs designed to strengthen the interaction between foreign students and the private sector. Discussions focused on the different approaches demonstrated in the models:

1. Practical training
2. Internships
3. Scholarships
4. Cultural information-sharing
5. Cooperative education

In the discussions it became apparent that the activities encompass a number of different approaches and a wide variety of programs. Thus it may be said that the model programs presented in the seminar represent only a small part of the whole picture and that other new and equally effective programs remain to be discovered or implemented. For example, innovations in the field of electronic communication may dramatically extend the resources for offering practical training and professional experiences.

Despite the diversity of the current activities, however, there exist a number of common factors in the way the programs can be devised and operated, and in the benefits that may result. The following is a checklist of the various factors that should be taken into account in the development of programs in the field of professional integration and foreign student/private sector interaction.

Assembling all relevant information

Fact finding is an essential preliminary step for the successful development of any program that involves matching the interests of foreign students and the private sector. Information must be obtained about the resources and opportunities available in the local foreign student population and the private sector and about the needs and interests of both groups. It was noted that useful databases already exist. These include the annual census of foreign students (Open Doors, published by the Institute of International Education), export directories published by state trade and development offices, and materials developed by the U.S. Department of Commerce and Chamber of Commerce.

Mobilizing existing resources

There are a number of existing channels of communication to involve and motivate a broad section of, or particular group in, the business and professional community. These include: business and professional associations (at the

motivate a broad section of, or particular group in, the business and professional community. These include: business and professional associations (at the national and international level and through local chapters); alumni of the educational instititution (individually and through local chapters); state and federal agencies concerned with international trade and foreign markets; organizations such as Rotary Club and other civic groups with an international orientation; and university departments and professional schools with ties to those elements in the private sector related to their various fields of study. International organizations and foreign embassies (especially those directly involved in sponsorship or the administration of foreign student programs) should also be encouraged to share in the development and planning of activities designed to increase interaction between foreign students and the private sector.

Defining benefits

Programs must be "marketed." The benefits which will accrue to the business, professional, and industrial elements in the private sector must be clearly identified. Such benefits will include: those at the national level — such as the reduction of the adverse trade balance and the encouragement of U.S. citizens to gain a much needed international perspective; those at the local level — such as the opening of new markets in foreign countries or possibly providing access to an international network of private sector employers; and those affecting corporations with overseas branches or affiliates — such as the discovery of new talent to meet foreign employment needs. For the foreign students, in addition to the obvious benefit of an enhanced educational experience, there is the opportunity to develop contacts with prospective employers in their home countries and, in some cases, to secure some financial assistance for their studies in the United States. Other incentives may also be offered, such as course credits or tuition remission.

Personalizing programs

Programs designed to create new relationships cannot be mass produced, but must rather have an appeal that takes into account the individual circumstances of the participants. Academic commitments and the pressures of study mean that students must be able to find some special satisfaction in order to justify the necessary investment of time and energy in the program. Even though many members of the private sector are now more internationally minded than in previous years, involvement of themselves or their businesses in foreign student programs must produce some concrete results, such as new information about, or a new activity in, foreign markets or international relations. To achieve this desired result there must be personal commitment on the part of students and professionals. Everyone involved in these cooperative ventures must be well briefed and adequately prepared for their participation in the program so that mutual goals are reached.

Advance planning

Programs involving foreign students and the private sector require an imaginative approach and a great deal of advance planning. To determine the most suitable type of program, the project director must identify target groups (e.g. sponsored or unsponsored students, graduate or undergraduate students,

fields of study, countries of origin), set reasonable goals (e.g. long term involvement or short term interaction), and make decisions about the character and dimensions of the program (e.g. local, inter-institutional, national or even international). Once these basic conditions have been determined, provision must be made for funding, recruitment, placement, counseling services, and evaluation procedures.

Adequate staff

Programs designed to strengthen the interaction between foreign students and the private sector require competent staff with experience in the development of cross-cultural activities. Although the number of the staff required may vary (as it does, for example, between a cooperative education program and one involving group visits to local plants), any program relating foreign students to the local community will demand more staff time and talent than other extra-curricular activities which do not involve people of different cultures. Provision of such staff need not require a large budget: carefully selected volunteers with the appropriate experience, such as returned Peace Corps volunteers, previous participants in the program, and U.S. students who have lived and studied abroad may be used very effectively.

Institutional commitment

The goals of foreign student interaction with the private sector or with professionals in their fields can only be achieved by a program that has some degree of institutional support. In many cases a substantial commitment on the part of the university is necessary to stimulate or match that required from participating groups in the private sector. Institutional support should not be restricted to that provided by the foreign student services or the international office, but should be university-wide; the active involvement of faculty members is often very important to the success of the program.

Financial support

Much creativity and flexibility is required in securing financial support. It was noted that initial grants for the exploration of needs and opportunities can get the program off to a good start. For continuing funding some system of cost-sharing might be devised, with institutional funds being supplemented or matched by allocations from business or government sources. Funds from these sources may be more easily granted from "firsthand" budgets, such as those used by a company or agency for recruitment or the development of export markets. Seminar participants agreed that funding is a major problem, but it was also pointed out that among the various programs designed to further the students' professional integration and interaction with the private sector, there are those which are relatively inexpensive. Although expansion and the development of some major program may be the ultimate goal, the importance of "low budget" ideas as a way to get started should not be overlooked.

Educational recognition

Participation in activities that offer methods and occasions for interaction with the private sector should be accepted by faculty members and sponsors as an

important element to build in to the foreign student's academic training program. Organized off-campus activities and community service experiences are often recognized as a valuable part of the training programs offered to AID participants, and it is necessary to make the adjustment in the training program timetable to enable the trainees to take part in these activities. Other sponsors and university faculty members and administrators must be persuaded to make provisions for the inclusion of these extra-curricular activities in the foreign student's educational training program.

Effective publicity

In order to receive increasing support from both foreign students and the private sector a program must be effectively publicized. In addition to the more usual means of advertising (e.g. local news media, campus press, organizational newsletter, etc.), strategies that might be appropriate to the particular program would include, for example, videotapes, presentations at "career fairs," and roundtable discussions during visits to the foreign students' home countries. Maximum use should be made of individual promotion and face-to-face contacts. Good experiences and the success of on-going activities, as apparent in the regular evaluations made by foreign students and professionals in the private sector, can be most persuasive.

Evaluation and expansion

Employers, sponsors, professional and business collaborators, university staff and faculty members, and foreign students should all be involved in the debriefing and evaluation sessions that should be a regular feature of the program. In this way the process of evaluation will serve two purposes: that of improving the operation and administration of the program and that of maintaining the interest of all the participants. Opportunities for expansion should also be sought. The involvement of the private sector and the development of opportunities for professional integration are activities which must not become routine. New initiatives and an awareness of innovations in similar programs offer new insights and stimulate further development. Inter-institutional cooperation and the organization of consortia or state-wide groupings can provide the pool of foreign students needed for participation in new programs or for the expansion of on-going activities.

Working at national and international levels

It was noted that those engaged in the task of strengthening the interaction between foreign students and the private sector need to "think globally and act locally." They should keep up to date with developments in the field of international educational interchange at the national and international levels. At the national level they must be alert to those factors which may affect foreign students -- such as changes in the regulations of the Immigration and Naturalization Service -- and, when the program operation or goals seem threatened, be prepared to advocate necessary changes. Some programs may offer special opportunities for interaction at the international level. These might include the development of programs based on non-western models or reciprocal programs in which the opportunities offered foreign students in the United States are matched by those made available to U.S. students in the

business and professional community in foreign countries. For these reasons, program coordinators should make special efforts to remain aware of activities and maintain contacts at the international level. Such contacts might build on relationships with foreign alumni and the involvement of foreign chapters of international organizations and associations.

The role of NAFSA and AID

Both NAFSA and the Office of International Training in AID, as well as other agencies which sponsor foreign student training and educational programs, should be engaged in the strengthening of the interaction between foreign students and the private sector of the U.S. economy. It was noted that a number of model programs in this field had developed from projects supported jointly by NAFSA and AID. In addition to any financial support that may be made available for "seed money," NAFSA and AID can be very helpful in providing encouragement and endorsement, arranging contacts, serving as an information bank, and facilitating communication among the organizations engaged in strengthening interaction with the private sector both in the United States and foreign countries.

In this context it was suggested that NAFSA and AID might consider the following actions:

- Helping to increase contact with foreign employers;
- Arranging opportunites for discussion in foreign countries of foreign student interaction with the private sector; and
- Encouraging the development of state, regional, and national consortia to further the involvement of employers in programs which provide students with opportunities for interaction with the private sector.

It was also suggested that the programs for professional integration and foreign student/private sector interaction should be publicized and discussed at the regional and national conferences of NAFSA, as well as in the local workshops organized by members of the association across the United States.

VIII. CONCLUSION

It was agreed that this seminar was very timely. Coinciding with the new emphases in the AID Participant Training Program, it brought together those individuals concerned with the process of professional integration for foreign students and the strengthening of interaction between foreign students and members of the business, professional, and industrial community who are either interested in, or already engaged in, this activity. The model programs indicated the diversity and wealth of opportunity that exists in the field, so that new initiatives might be developed in accordance with the resources and interests of the institution or organization involved.

Although no formal recommendations were adopted by the seminar, the reports of the various small group discussions, as recorded in the section of this report devoted to "Key Elements/Guidelines for the Future," do provide advice and instructions for future action in the field.

CHECKLIST FOR PROGRAM DEVELOPMENT

1. Assembling Relevant Information
   - Foreign student population
   - Private sector opportunities

2. Mobilizing Resources
   - Local - business/church/civic/alumni
   - National - professional/trade/government agency
   - International - organizations/embassies

3. Defining Benefits
   - To foreign students: educational/financial
   - To private sector: short term/long term; local/national

4. Personalizing Programs
   - Matching of interests
   - Individual selection of student and private sector participants

5. Advance Planning
   - Identify target groups
   - Set project goals
   - Determine parameters

6. Adequate Staff
   - Competency in both paid and volunteer staff
   - Flexibility
   - Cross-cultural experience
   - Note: more time required for administration of cross-cultural activities

7. Institutional Commitment
   - University-wide support
   - Faculty involvement

8. Financial Support
   - Creative fund-raising
   - Initial grants for feasibility studies
   - Cost sharing
   - Funds from business recruitment or promotion budgets

9. Educational Recognition
   - Awareness by administrators, faculty members, and sponsors
   - Provision for activities in educational program

10. Effective Publicity
    - Designed to appeal to specific groups
    - Direct, personal promotion
    - Focusing on different areas of the world
    - Utilizing international forums

(cont'd.)

11. Evaluation and Expansion
    - Involve all participants (student and private sector) in evaluation
    - Publicize successful experiences
    - Do not allow programs to become "routine"
    - Keep up to date with new programs and ideas

12. Working at National and International Levels
    - "Think globally, act locally"
    - Be alert to national and international developments in international education
    - Foster international outreach - utilize alumni groups

13. Role of AID and NAFSA
    - Explore possibilities of financial support
    - Seek endorsement
    - Seek contacts
    - Use for exchange of information

STRATEGIES FOR PROFESSIONAL INTEGRATION:
STRENGTHENING FOREIGN STUDENT/PRIVATE SECTOR INTERACTION

SEMINAR AGENDA

Wednesday, April 10, 1985 - The Brookings Institution
1775 Massachusetts Avenue, N.W.: Main Lounge

6:00-8:00 p.m. **Registration and Informal Reception for Conference Participants**

Thursday, April 11, 1985 - Carnegie Conference Center
11 Dupont Circle, N.W.: 8th Floor Room A.

8:30 a.m. **Registration;** Coffee & Doughnuts

9:00 a.m. **Welcome & Introduction:** Martin Limbird, Seminar Chair, Iowa State University

Remarks: Dona Wolf, Office of International Training, Agency for International Development
Jack Van de Water, EID Chair, Oregon State University

9:30 a.m. **Keynote Address**
Speaker: Jonathan A. Green, Chairman, Green International, Inc.
"Foreign Students in U.S. Industry: Opportunities for Interaction"

10:00 a.m. **Coffee Break**

10:15 a.m. **Presentation of Model Programs**

"Network for International Cooperative Education:" Leonard Zion, Northeastern University

"Community Practical Training in the Black Hills" (through The Rural Ethnic Institute): Thomas Katus, African Development Foundation

"The INDEX (Indiana International Student Exchange) Program:" Kenneth Rogers, Indiana University

"Professional Development Program for Women from the Third World," University of Michigan: Frances Hays

"The IDEA Project:" Jack Van de Water, Oregon State University

Rotary Club International Programs: Elena Garate Eskey, University of Southern California

"Foreign Student Contact Program:" Martin Limbird, Iowa State University

11:15 a.m. **Small Group Discussions of Models**

12:30 p.m. **Luncheon**
Remarks: Robbins W. Fischer, President, SoyPro International
"Report on the President's Task Force on International Private Enterprise"

2:00 p.m. **Report of Small Group Discussions**

2:45 p.m. **Coffee Break**

3:00 p.m. **Outlining Strategies for Action**
Moderator: Martin Limbird

4:00 p.m. **Adjournment**

STRATEGIES FOR PROFESSIONAL INTEGRATION: STRENGTHENING FOREIGN STUDENT/PRIVATE SECTOR INTERACTION

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